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DR. JOHN ROCKY PARK

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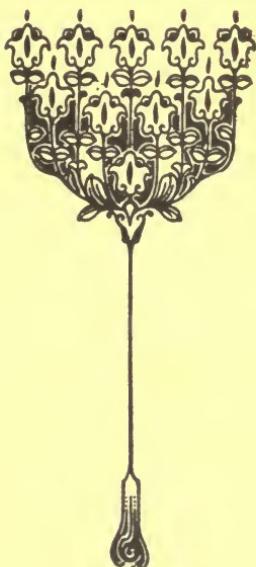


Dr. John Rocky Park

By

LEVI EDGAR YOUNG

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To the Students of
Dr. John R. Park
I Dedicate this little book



PREFACE

This brochure is only a brief sketch of the life and work of Dr. John R. Park. While he was President of the University of Deseret his fame went out into all parts of the territory. Men who have done a great work fade from the minds of the next generation. This little brochure has for its purpose—to keep the memory of Dr. Park fresh and green. His brilliant gifts and splendid service to the people of the Territory of Utah and other parts of the West deserve to be remembered with honor. It has not been the object of the author to deal with details. Only the larger elements of the work of the great teacher could be mentioned. Like all great men in history, Dr. Park was not fully appreciated until long after his death. Today hundreds of students recall the majesty of his personality and the strength of his character. They hold him in sacred memory, and happy are they that the beautiful building on the University Campus will be named in his honor. The many interesting reminiscences told by his old colleagues and students are important and must be preserved for the future biographer of this great man. May this little book help keep afresh the work of the "Father of the University of Utah," and our honored Alma Mater.

Matthew Arnold once said, of his old professors at Oxford: "Forty years ago when I was an undergraduate at Oxford, voices were in the air which haunt my memory still. Happy the man who in that susceptible season of youth hears such voices. They are a possession to him forever." The voices of many of the old professors of UTAH are heard no more, yet in memory the words and teachings of such men as Prof. Orson Spencer, Prof. Orson Pratt, A. M., Dr. John M. Bernhisel, Dr. Karl G. Maeser, Dr. William M. Stewart, Prof. Albert Carrington, Prof. James Cobb, Prof. George M. Ottinger, Dr. F. D. Benedict, Prof. Dan Weggeland, Dr. John R. Park, and many others, still live in the memory of the old students to direct their minds to a higher life. They were real teachers—men unselfish, and true to the ideals of knowledge. These men threw the whole force of their natures into the cause of education in early day Utah. They were pioneers to a new country, it is true. Great problems had to be solved; nature had to be conquered. Coming

into the arid West, they met geographical conditions, which combined to strengthen them in purpose and character. Among these stalwart men of ideals and spirituality—men of real teaching ability, stood Dr. John Rocky Park, the man who built a "University in the wilderness."

L. E. Y., University of Utah, May, 1919.

JOHN R. PARK

John R. Park was of Scotch and French lineage, and was born in the town of Tiffin, Seneca County, Ohio, May 7, 1833. His father was a native of New York State, where his forebears settled after immigrating from Scotland in the seventeenth century. John R. Park's grandfather was a soldier in the Revolutionary war, and saw service in the campaigns of Washington in New Jersey in 1778-9. His father came into the State of Ohio in the later twenties with the host of pioneers who were taking up and settling new lands in the West. Dr. Park's mother was a descendant of the French Huguenots and her ancestry came to America about 1740.

Tiffin was a small town, for Ohio was one of the new territories to be settled after the American Revolution. Ohio was a progressive state and had a number of schools, most of which were in charge of various religious denominations. John R. attended the little public school of his native town, and at the age of fourteen entered the Presbyterian seminary known as Heidelberg College. When sixteen years old, he matriculated at the Ohio Wesleyan University, a Methodist institution, from which he was graduated in 1853. In the boyhood days of Dr. Park, the pioneer life of Ohio was far different from what life in towns and cities is today. Even down to the year 1845, currency in Ohio and the West was scarce, and skins and jugs of whiskey were used as legal tender. A smoke house for curing meat and a crib for the storing of corn were adjuncts of every home. It was the day when butter and meat were preserved by hanging them in the well. Hogs were raised, and the settlers had their own sheep, which furnished the wool from which clothes were made, the housewife doing the spinning and weaving into homespun. Tiffin was composed mostly of Presbyterians and Methodists who were accustomed to holding revival meetings.

"I remember the revival meetings," said Dr. Park, "and to these I was often taken when I was a boy."

Dr. Park taught school when he was fifteen years of age and took part in the literary society which had been organized in the town. His training at the Ohio Wesleyan covered a period of two years, when he again taught school for a year, preparatory to entering the University of the City of New York. In 1855 Dr. Park went to New York, walking from his native town to Buffalo, where he took boat down the Erie canal and after three weeks, arrived at the metropolis of America.

He entered the medical profession with a mind well fitted for scientific work. The University of the City of New York was near 22nd Street, and was one of the noted medical schools of the day. John William Draper was a professor there, and Oliver Wendall Holmes came there to lecture. It has since become a part of Columbia University. Dr. Park became a warm personal friend of Dr. Draper, whose work, the INTELLECTUAL DEVELOPMENT OF EUROPE will always remain as one of the distinctive contributions of historical studies made by an American scholar.

The INTELLECTUAL DEVELOPMENT became Dr. Park's favorite historical writing and he was greatly influenced by Draper in his future work as a teacher. Draper held that society develops largely because of geographical factors. To understand the political and social growth of a people, one must know the science of nature and how it bears directly upon man's life both as an individual and in social groups. He understood the influence of rivers and forests; marshes and sea-girt lands. "He perceived and enjoyed natural beauty chiefly in reference to human life." These teachings all had their effect on Dr. Draper's students. Said Dr. Park in later years: "John William Draper is the American historian who reasoned from cause to effect. His mind was analytical and inductive; he saw the dependency of man on nature and how nature in turn effected man. He believed in natural law, and that mankind is subject to law. Human history has been the result of man contending with nature fundamentally and gradually learning nature's laws."

In 1857, Dr. Park was graduated from the University of

New York with the degree of Doctor of Medicine. Returning to Tiffin, his native town, he began to practice his profession, but within a few months, he again took up teaching and became head of the principal grammar school at Tiffin, where high school subjects were taught. Dr. Park organized classes in physiology and hygiene, and began his remarkable lectures that made his teachings of the human body such a delight. For two years, 1858 to 1860, Dr. Park was at the Ohio Wesleyan University as an instructor in zoology and physiology.

It must be kept in mind, that the science of medicine fifty years ago was far different from that of the present time. Medical colleges in the past generation have developed along scientific lines, and today the science of medicine is regarded as one of the most learned professions. It was not until 1840 that anesthetics were discovered, and even in Dr. Park's boyhood days, "the chills" and other forms of malarial fever were treated by liberal doses of bitters made of bark and whiskey. "Faith doctors" charmed away serious illness or the toothache. Even bleeding was still resorted to. Yet in the fifties, medical schools were making great advancement along scientific lines, and vivisection gave the students first hand knowledge of the anatomy of the human body. Dr. Park spent most of his time in the dissecting rooms and in the teaching of anatomy and physiology. He inspired a love and respect for the beauty of the human body that remained a forceful lesson to his students throughout their lives.

Dr. Park had three brothers who went to California at the time of the gold excitement in 1849-50. They located in San Francisco, and impressed with the many great opportunities that lay before them in the new state, they wrote and encouraged their brother to cross the plains and locate with them in the Golden Gate State. Influenced by their appeal, Dr. Park left for the West in 1861, going to St. Joseph, Missouri, where he took a stage coach, and arrived in Denver in June.

Colorado was then the new Eldorado, for the silver mines were just opening in the Pike's Peak region. He decided, however, to continue his journey westward in September. Going to Fort Laramie by stage coach from Denver, he joined a band of emigrants on their way to Montana. Travel-

ling with them as far as Fort Bridger and taking his turn in driving oxen and standing guard, he decided to go direct to Salt Lake City, where he might be able to make suitable arrangements for his further journey over the mountains to California. Accompanying a small party of emigrants with whom he travelled, he arrived in Salt Lake City September 30, 1861, and camped on Emigration Square, the present site of the City and County building.

Dr. Park, in speaking of his journey from Denver, related before his death the following story:

I went to Denver by stage coach from St. Joe, Mo., remaining there a little over two months. I put up at the old Planter's House. It was a typical western hotel. Buffalo meat, salt bacon, dried apples, beans, coffee, and bread were what I had to eat. Cattle grazed on the streets. There were many cabins and rough board shanties. There was a population, typical of western life; fur traders, Mexicans, gold-diggers, etc.

Great mountains to the north seemed to invite me to continue the journey. I had California in mind and to California I must go. Leaving in the early part of September with a trapper who had come to Denver from the Platte River to sell furs, I arrived in a few days at Laramie, Wyoming. It was one of the principal forts of the Oregon Trail, and a centre for re-fitting and shoeing oxen and horses. I waited at Laramie a day or two, when I met a band of emigrants bound for Montana, and they consented to let me travel with them.

In three weeks, we were at Fort Bridger, and hearing about Salt Lake City and the splendid chances there, I was helped by a party of Mormon immigrants and arrived with them in Salt Lake City on the last day of the month. The trip through Echo and Parley's Canyons, was unique to me, as I had never been in the mountains before. I recall eating breakfast one morning at Mountain Dell, and my first view of the valley was from the mouth of Parley's Canyon. Near Ham's Fork in Wyoming, we saw thousands of buffalo, and all the way from Laramie, we had buffalo meat. Great numbers of overland emigrants were on the plains during that year and in one company, there were over three hundred wagons, carrying five hundred people on their way to the northwest.

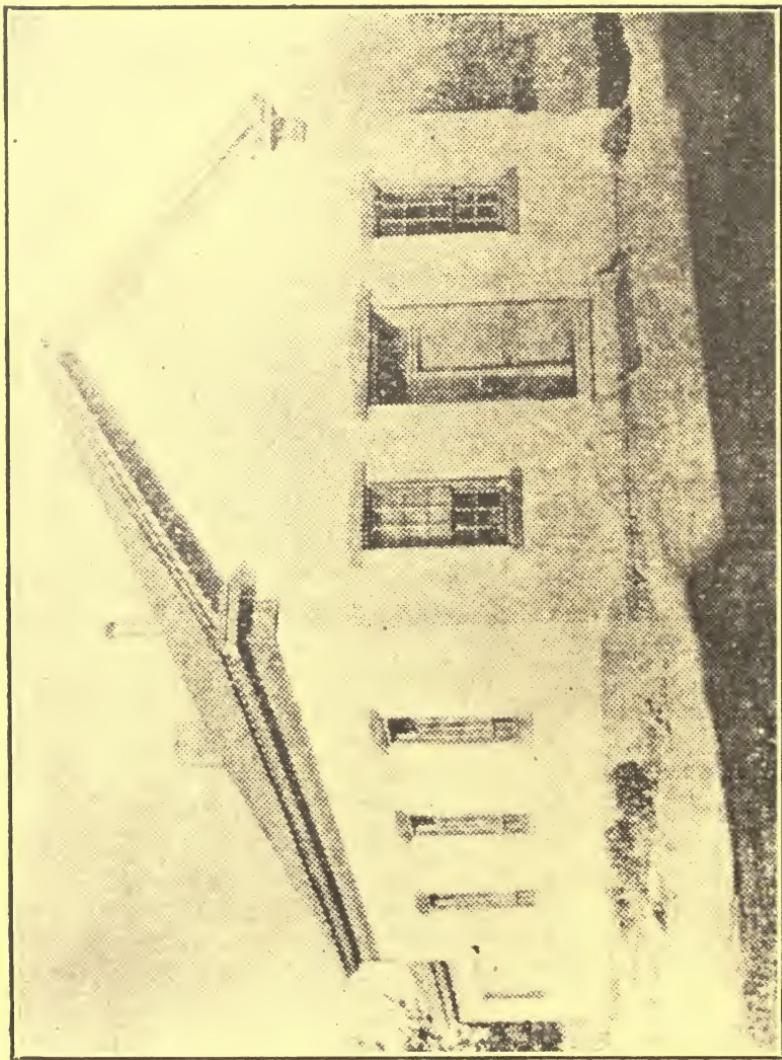
Dr. Park was a student of sociology, as well as of religion.

He had heard much about Utah and her people, and interested in the general conditions both in the city and country, he bade adieu to the people who had given him food and help from Fort Bridger and set out one morning for Mill Creek, where he was told a large number of well-to-do farmers lived. He reached the home of John Neff, the founder of Mill Creek, and the man who built the first grist mill south of Salt Lake City.

Mr. Neff, who was well educated, was born in Pennsylvania in 1794, five years before the death of George Washington. He arrived in Utah in October, 1847, and built one of the best and most substantial homes in those early days. To him, Dr. Park applied for work, since he had determined to remain in the valley for the winter. Mr. Neff took him in, and at his home, Dr. Park spent six weeks in helping to gather the crops.

"I spent many a night talking on religion with Mr. Neff," said Dr. Park. "He was a quiet unassuming man, but in religious conservation he was clear and lucid on what he thought was the true path of God. He was the soul of honor, and had the reputation of being absolutely honest in the affairs of life."

Dr. Park was ambitious to obtain work and to make a careful study of family life among the people of Utah. He was given letters of introduction by Mr. Neff to a number of prominent men of the country, among whom was Bishop Isaac Stewart of Draper. Mr. Stewart opened his home to Dr. Park, and the day after his arrival, he was helping the boys on the farm, doing all kinds of work. He hoed the corn and milked the cows, but in the conversation around the fire in the evening, Bishop Stewart and others discovered the scholarly training of the man and determined to use his talents in the school room. Dr. Park was made principal of the district school and within a short time, the little school at Draper came to have a high reputation. Many visitors travelled there on horseback and in wagons to inspect it and to be benefitted by its methods and system. Because of its interest in education, Draper is known to this day as the mother of teachers and professional men in general. Students attended the school from the surrounding towns of Salt Lake, Nephi, American Fork, Provo, and Alpine and "in their ranks in later years, they counted senators, lawyers, legislators, professors, as well as an admiral in the United States Navy."



OLD SCHOOL AT DRAPER

THE SCHOOL AT DRAPER.

Draper is located twenty miles south of Salt Lake City, near the base of the Wasatch mountains. In the year 1849 Ebenezer Brown and his two sons, Norman and Gurnsay, went to South Willow Creek to herd cattle and horses, which they had brought to the valley to fatten and sell the California gold-seekers. The following spring they brought their house out with them from "the city," and to it built an addition of logs. Thus the humble beginning was made for a town, whose distinguishing feature today is its splendid residences. Their house located, the family, consisting of the wife and mother, Phoebe Brown, and small son, John, joined the others in what was then "South Willow Creek." As the pasture land's became better known, new settlers joined the Brown family, the earliest of these being the Drapers, William and Zemira, with their families, Jackson Allen, Milo Andrus, Andrew Burnham, and Perry Fitzgerald, until by 1853 the population had increased to two hundred and twenty-two souls. Three of the town fathers, Ebenezer Brown, William Draper, and Zemira Draper made a visit to Salt Lake to secure a post office for the growing village. It was suggested to change the name of "Willow Creek" to "Brownville," but owing to another settlement of the same name in the county, it was called "Draper." Ebenezer Brown was made postmaster.

These early settlers were often called upon to aid in keeping order in and about the valley. When the Indians went on the war-path the settlers were sent to suppress the uprisings. In the early spring of 1852, Norman and Guernsey Brown went to Provo, where they participated in the Indian wars of that time which from the Indian standpoint was a natural consequence of circumstances. The "Whites" had taken their lands, their hunting grounds; the Indians were hungry and begged for food. This being refused them, they appropriated horses and cattle to their own use and the settlers had many difficulties with them. By 1854 an adobe wall or fort was built by the settlers for protection around Draper, though the pioneers followed a wise course with the Indians afterwards and seldom had any trouble. On one occasion, when a band of Indians went through the village to visit a neighboring tribe, they called on William Draper, then bishop, for a

beef, for they were hungry. The bishop did not have a beef to give but soon told the villagers the request and immediately they collected means and bought a fat steer which they gave the three hundred warriors who appreciated the hospitality of the whites.

All the institutions of the early times were represented in this typical pioneer village. A sawmill, tannery, brewery, sorgham mill, and numerous adobe plants were established. A famous blacksmith, who turned their weapons to ploughshares, was also located there; these industries, with farming, furnished activities for all the members of the exceptionally large and healthy families.

Social development was not neglected. The old spelling school, dramatic clubs, and a baseball team were popular among the youth, and there was that very popular amusement, the dance, in which the old found new life and of which the young never tired. Quadrilles and reels were tripped merrily to the music of the old town orchestra. An adobe building, consisting of a large assembly room and a vestry which served as church, town hall, amusement hall, opera house and school house, was erected at a very early date by popular subscription.

It was in this same building that the teacher, Dr. Park, came in 1861 to lead, instruct, and inspire the youthful minds to higher ideals. There had been numerous teachers before him, for since 1850, when an adobe room was erected for the cause of education, there had been a term of school of about three months each winter. The teacher, if a woman, easily found a family with whom to make her home if she would work for her board; or if a man, he could board with the families who sent children to school. Seated on the slab benches, with their bare feet dangling, or, on cold mornings, curled under them, the students were arranged according to size. The studies consisted of the three "R's," as well as history, geography, spelling, and grammar,—which the child might elect as his tendencies led him, or as his parents decided. Usually the boys took arithmetic, spelling, writing, and history, while the girls elected reading, grammar, and writing. The pupils were classified according to the reader they used. The texts were McGuffey's and Wilson's

readers, with the old Webster Spelling Book. Old and young attended school. Parents who had children attending, often had them bring copies of writing home, from which they acquired the knowledge they had hitherto been deprived of. Teachers received from \$20 to \$35 a month or from \$60 to \$100 a term; this remuneration was often in produce, as ready cash was very scarce.

What were the methods of Dr. Park, and how did he gain results? These questions we ask the former students, and they reply by picturing the school as they remember it. Scholarly, dignified, firm, yet tender and modest as a girl, he gained the respect, confidence and love of those who came in contact with him. Many and varied are the incidents related by the disciples of the "Old School." The following is told by an old student of the Draper school:

The master wore a large, flowered, red duster in the school room, which, when he sat down, had a tendency to slip up at the back and become creased; this presented a humorous situation for some busily-fingered youngster, who would seize the coat and attempt to straighten its folds as the teacher proceeded down the aisle. A pair of beaded moccasins, instead of shoes, adorned his feet, enabling him to move about among the pupils without warning them of his approach. Aiding, commanding, suggesting; or reprimanding and punishing, he performed all in a quiet, dignified manner as he noiselessly glided among them. There were about a hundred and fifty pupils in all the grades and it became necessary for the advanced pupils to hear the small ones recite, while the "master" taught the higher branches. Thoroughness was the chief characteristic of the work. Work placed upon the board had to be explained until every member became familiar with every detail.

The love for his work and his enthusiasm inspired the pupils to high ideals and ambitions. He possessed that quality which enabled him to become as familiar as a playfellow with the children, securing their co-operation in all the activities he planned. Incentives were introduced as honor marks, or even a book as a prize for some special merit. On Friday afternoons they had school entertainments, which the parents were induced to attend; or, being an excellent physician and surgeon, he would give lectures on anatomy, illustrating the talks with numerous charts.

He was also efficient in music and led the ward choir. He organized a fife and drum corps in the school and gave military drill, for which gray homespun uniforms and wooden guns were supplied by the people. Expeditions were often made into the fields and hills for live nature work, during which he never lost an opportunity to teach kindness and protection to all living creatures. He administered to their physical as well as their intellectual welfare, setting broken bones or extracting teeth for his flock."

CALLED TO BE PRESIDENT OF THE UNIVERSITY.

In 1867, the University of Deseret was opened as a first class Business College under the direction of David O. Calder. The school became popular from the first, and the demands of the students were so varied, that there was but one thing to do, and that was to establish a University in the true sense of the term. The University of Deseret was opened in September, 1869, with Dr. John R. Park as president. Dr. Park had been chosen for this important position by the Board of Regents of the University, and immediately left his little school in Draper to take up the arduous duties of a college president. The permanency of the University was now assured.

The first catalogue issued by the University in 1869, announced the following.

CHANCELLOR AND BOARD OF REGENTS.

CHANCELLOR,

Daniel H. Wells,

BOARD OF REGENTS,

Isaac Groo,
Joseph A. Young,
Robert L. Campbell,
Henry I. Doremus,
Samuel W. Richards,
George Q. Cannon,
George J. Taylor,
Brigham Young, Jun.,
David O. Calder,
Henry W. Naisbitt,
George Reynolds,
David McKenzie.

OFFICERS OF THE BOARD.

CHANCELLOR,
Daniel H. Wells,
SECRETARY,
Robert L. Campbell.
TREASURER,
Thomas W. Ellerbeck.

EXECUTIVE COMMITTEE,

Robert L. Campbell,
Isaac Groo,
David O. Calder.

Then came the announcement of the faculty.

FACULTY.

John R. Park, M. D., President,
Professor of Natural History and Chemistry.
Orson Pratt, A. M.
Professor of Mathematics, Astronomy, and Moral Science.
Bernhard H. Bergman, A. M.,
Professor of Ancient and Modern Languages and Literature.
William Riess, Ph. D.,
Professor of Analytical Chemistry and Metallurgy.
Louis F. Monch,
Professor of German, Drawing, and Penmanship.
Harmal Pratt,
Professor of Instrumental Music.
W. D. Johnson,
Assistant Instructor in Commercial Department.
Joseph L. Rawlins,
Assistant Instructor in Preparatory Department and Mathematics.
Volney King,
Instructor in Telegraphy.
M. H. Hardy,
Instructor in Phonography.

Dr. Park had one impelling ideal and that was the establishment of a great University of Utah. For this reason he called scholars to be his associates. Orson Pratt was known as a mathematician and astronomer of rare attainment, both in America and in England. William Riess was one of the first men to make a careful study of the geology and mineral deposits of Utah, while Joseph L. Rawlins took up the study of law at Ann Arbor, Michigan, where he was graduated.

He returned to Utah and eventually was Utah's representative to Congress and later served one term in the United States Senate. Mr. Rawlins was instrumental in obtaining through Congress the grant of land from the U. S. Military Reservation, which has become the permanent home of the University. Mr. Monch was actively engaged for years in teaching, and it was through his efforts that the splendid school known as the Weber Academy was established. Milton H. Hardy became one of the most prominent physicians and surgeons of the state.

The catalogue gave somewhat in detail the courses of study, and announced the establishment of a first class library. A literary journal was to "be established in connection with the institution, to which all the students will be required to contribute." Instruction in the University included classical, normal, commercial, and preparatory courses, and for the first time, a model school was opened in connection with the Normal Department, in which boys and girls "would be prepared to enter immediately the college classes, and thus preclude the necessity of the present preparatory course." Military training and physical culture were also to be prominent features of the school. Literary societies were to be organized, and "have for their object a theoretical and practical training in oratory, debate, declamation, composition, and parliamentary rule and order." In speaking of the cabinet, the catalogue says:

The Cabinet of the University, is yet in embryo, containing but a small collection of a few hundred specimens, yet, it is designed to increase it until it shall fully represent the mineralogical and geological formations of our Territory, its entomological life and its flora, and thus form a valuable adjunct to illustration in the department of Natural History.

Aid is solicited from the friends of the University in different parts of the Territory, and also from missionaries and others in different parts of the world to assist in collecting such specimens of value and curiosity as they can obtain.

In reference to graduation from the University:

Students completing the Classical Course will receive a diploma and the Degree of Bachelor of Arts. Those completing the Normal and Scientific Course will receive a diploma and the degree of Bachelor of

Science. Those completing the Commercial Course will receive a diploma with appropriate honors.

The story of the first few months of the history of the University after Dr. Park became president is told vividly in his journal. Joseph L. Rawlins was hired at a salary of \$15 a term, and Dr. F. D. Benedict "has been hired to conduct classes in chemistry." The journal shows the general activities of the students of those days: how they celebrated the Fourth of July or took part in the exercises celebrating the completion of the Utah Central railroad. A model school, we are told, was opened in the old Brigham Young school house, the principal of which was Mrs. Mildred Randall, and on one occasion, the president "met with the City Council in the evening and made a report as chairman of the Board of Inspectors of the District schools of the City, and also submitted a plan for the grading of the City schools."

A part of the journal is here transcribed.

1869.

March 1. A meeting of the Chancellor and Board of Regents of the University of Deseret was held today, at which Mr. David O. Calder, Principal of the University, who had conducted the Institution as a Commercial College since November, 1867, resigned his office as Principal, and Doctor John R. Park was elected and employed as Principal of the University in his stead. A salary of sixteen hundred dollars per annum was voted the new Principal.

Robert S. Campbell, Isaac Groo, and D. O. Calder were elected as an executive committee of the board.

March 8. The University opened its school today in the Council House under John R. Park as Principal, with its organization extended so as to include in addition to its Commercial Course, a classical, a Normal, a Scientific, and a Preparatory Course. The exercises of the school, were initiated by prayer from Regent Robert S. Campbell. Regent Isaac Groo was also present. Eighty-four students were enrolled. Louis F. Monch was employed as teacher in the Institution for \$1200 per annum, and H. Milton Davis for one month in the Commercial Department for \$75.

The Executive Committee supplied the Institution with additional apparatus, Guyot's Geographical Wall Maps, blackboards, charts, globes, etc.

March. 25. Joseph L. Rawlins was employed as an occasional

- assistant in teaching, receiving for services his tuition, that is, fifteen dollars per term.
- April 5. The school adjourned for General Church Conference, till the 12th inst.
- May 27. At a meeting of the teachers of the University today, an organization of the faculty was effected. There were present John R. Park, L. F. Monch, B. H. Burghman, S. W. Darke and J. L. Rawlins. John R. Park was elected President and L. F. Monch, Secretary.
- June 4. First term closed. There were 190 students enrolled during the term.
- June 7. The second terms commenced with 114 students, Joseph L. Rawlins was employed with additional services given him, at \$30 per month.
- June 28. The school dismissed till July 7, to prepare for and celebrate the 4th of July.
- July 5. The University took part in the general celebration, representing the 13 original Colonies, the 37 States, and the 9 Territories, with young ladies of the Institution in uniform, also, representing Deseret by a young lady in homespun. Flags, banners, apparatus, etc. of the Institution were also used in the celebration, borne by the young men of the school in procession. In the evening a social party was held for the students in the upper room of the University building.
- August 24. First Annual Catalogue of the University issued —500 copies.
- September 29. Today the contract for repairing the "Old Store" opposite the South Gate of the Temple Block, to use for students of the University and for the Model School to be opened Oct. 11th, was given to Wm. Paul at \$350, also the contract for making 56 desks and seats for the Model School at \$6.25 each—all to be completed by the 11th of October.
- October 11. The fall term of the University was opened this morning with prayer by Robert L. Campbell. 125 students were enrolled, including a few for the Model School, which on account of the repairs to the building intended for its use not yet being completed, is not yet formally opened. Milton H. Hardy has been secured as principal of the Model School. O. H. Riggs has been employed as teacher in the University proper, though his salary has not yet been definitely fixed.
- The business of the day consisted chiefly in registering names of students and formally opening the term without the organization of any classes. After prayer a few remarks were made by the President of the faculty, followed by an address to the students by Robert L.

Campbell, and remarks from Profs. Riggs, Bellerive, and Monch. W. O. Johnson has been re-engaged as teacher in the Commercial Department, and commences his services with the term.

October 14. The Model School in connection with the Normal Department of the University was formally inaugurated this morning, with M. H. Hardy as Principal. The School was opened with prayer by Robert L. Campbell, who dedicated the building and all connected with the school to the Lord. Though the school has commenced, the building is not yet quite completed. There were 37 pupils enrolled.

October 19. The Model School was dismissed today until the 25th inst., Mr. Hardy being required to drill on the 20th, 21st, and 22nd with the Nauvoo Legion, and needing today to prepare.

November 5. Today the first University Manuscript paper was read before the students. The articles were contributed by the male students, and the paper edited by D. Hamner Wells. The paper bore the title, "The Prickly Pear."

November 9. The first lyceum of the University was organized this evening. It was opened with prayer by Robert L. Campbell. A temporary organization was effected by electing John R. Park president and L. F. Monch, secretary. A committee to draft a Constitution and by-laws was appointed and other business done when the meeting adjourned till Thursday evening the 11th inst. for permanent organization. There were 13 members.

November 12. Today the second manuscript paper of the University, prepared by the lady students, was read. Miss Mary E. Culin was editress. The paper was called the "Ladies' University Magazine." Select reading by the ladies and declamations by the gentlemen were also given on the occasion. These latter exercises were the first of the kind given in the University.

December 11. President Brigham Young today visited the school, also the Chancellor D. H. Wells, and both spoke to the students encouraging them to diligence in the acquisition of knowledge and learning. The President expressed himself well pleased with the exercises and the school.

1870.

January 10. Adjourned the school to celebrate the completion of the Utah Central Rail Road to Salt Lake City, by laying the last rail and driving the last spike. At night took part in the general illumination in honor of the

event, by lighting up the University building on the north and east sides.

April 14. "The College Lantern" for May was printed today: the first number. A number with the date of April was struck off before the proof was corrected, and was therefore, thrown aside, and the publication postponed till today, because the printers, as they alleged, were being pressed by other matter.

April 18. The spring term opened today. L. F. Monch had been released as teacher in the University and John Morgan employed to take charge of the classes in penmanship. Miss May Culin has taken charge as teacher of some of the classes in the preparatory department. The school opened today with an encouraging patronage, about hundred students including the pupils in the Model School being present.

Mrs. O. H. Riggs and Miss Pratt have been employed as assistant teachers in the Model School.

June 10. Today introduced calisthenics as an exercise into the Model School.

June 15. Today began the construction of a gymnasium for the University in the yard at the west end of the building.

July 8. Today read the manuscript of the University Catalogue for the year 1869-70 to Chancellor D. H. Wells and Regent R. L. Campbell, which was approved by them. It was of Analytical Chemistry and Metallurgy, Mr. C. Barrett not having filled that position to my satisfaction; and that Prof. John Morgan should act as Principal of the Commercial Department; that Prof. George Careless should fill the Chair of Vocal and Instrumental Music; and Prof. Karl G. Maeser that of German. The Chancellor agreed to arrange for the publication of the catalogue and announcement.

July 14. Today Doctor F. D. Benedict, professor elect to the Chair of Analytical Chemistry and Metallurgy, in the University, gave some interesting experiments before the class in chemistry, thus introducing his work.

September 19. Today the fall term of the University opened with nearly two hundred students in attendance. The following teachers are engaged in actual work: John R. Park, O. H. Riggs, C. L. Bellerive, John Morgan, J. L. Rawlins, and F. D. Benedict in the University; and M. H. Hardy and Miss Sarah C. Young in the Model School.

Prof. Morgan has taken full charge of the Commercial Department in the place of W. D. Johnson released. Prof. Rawlins has charge of the classes in Math-

ematics, and teaches other classes besides. Miss Fanny Young has been engaged to assist in the Model School when it shall be fully organized and further accommodations provided.

New desks for the primary grade in the Model School, and for the male students in the University have been ordered and are being prepared. They are to be placed upstairs in the Model School building.

Mrs. Riggs was released, at her own request, from teaching in the University the present term.

1871.

January 5. Fast day. No session of school today. Arrangements have been made for conducting hereafter all the classes as announced on the programme. Prof. Maeser takes Latin, Greek, History, and Natural Science. Prof. Dan Weggeland has been employed to take charge of the class in Drawing, heretofore taught by Prof. Bellerive.

January 6. Everything in the conduct of the classes has gone off well today, considering the interruption and change to new teachers. Prof. Weggeland gave his first lesson in drawing today, and Prof. Maeser in Latin, Greek, History, etc.

January 13. Have arranged with Dr. Benedict for a series of general lectures on the subject of Chemistry, to be given each week on Friday, from 3:15 to 4 p. m. The subject today was oxygen.

January 17. Prof. Orson Pratt this evening gave his first lecture before the students of the University, and the public, on the subject of Astronomy, in the large Tabernacle.

April 18. The University and Model School opened and were conducted today under the new arrangement and programs decided on yesterday. Met with the City Council in the evening and made a report as Chairman of the Board of Inspectors of District Schools of the City, and also submitted a plan for the grading of the City Schools. The report with plan was referred to the Committee on Municipal Laws, consisting of Raleigh, Mc-Kean, and Winder.

April 21. Incorporated Mrs. Mildred Randall's school, held in Pres. Brigham Young's School House, as a grade of the Model School of the University. The teachers of the Model School now are Miss Mary E. Cook, principal, and Miss Seraph C. Young, Miss Dora Wilckin, and Mrs. Mildred Randall assistants.

May 6. Removed the Model School from the building it has been occupying opposite the South Gate of the Temple

Block, to the Social Hall, which is much more commodious, convenient, and healthful. Mrs. Randall's grade still occupies Prest. Young's School House.

May 12. Today gave a May walk to the pupils of the Model School. They went to Pleasant Valley, City Creek Canon, accompanied by Miss May E. Cook, Miss Ida Ione Cook, Miss Seraph C. Young, and Miss Dora Wilcken.

June 1. Adjourned the school today in honor of President Brigham Young, it being the 70th anniversary of his birthday.

July 4. The University took part, today, in the general celebration. The ladies of the University represented the Thirteen original States, the twenty-five States since admitted to the Union, the eleven Territories now organized, the District of Columbia, and the State of Deseret. These were drawn in three large cars beautifully decorated; the first by two white span of horses, the second by two black span, and the third by two white span.

The University also represented two Continental soldiers, two cavalry soldiers of today, and two mountainers, all on horseback. The other students followed in procession with appropriate insignia and badges. The display was the finest in the procession.

STUDENT LIFE IN THE SIXTIES.

The University of Deseret had a policy and custom in those days that has been adopted in eastern universities today, but which has not been lived up to so well in the last few years by our own institution. It was the custom of the professors and instructors, together with the Board of Regents, to take part in public affairs of state and to mix with the people. In other words the people were not isolated from the University, nor the University from the people. When our national holiday, the Fourth of July, came, the people celebrated and the University regents and teachers together took part in a manner that was conducive to patriotism, as well as a love for education. In the year 1869, there was a stirring celebration in honor of our nation's natal day, and in the procession, the regents, faculty, and students of the University marched. A handsome banner was carried on which appeared, in relief, UNIVERSITY OF DESERET, surmounted by a figure of Minerva, with the inscription, PRO-

TECTERIAM SCIENTIARUM ET ARTIUM. Robert L. Campbell and John R. Park, headed the University faculty, and they were followed by eight students carrying two large globes and philosophical and school apparatus. They in turn were followed by "thirteen young ladies, dressed in white, with red sashes representing the original thirteen states, with the name of each state in bronze on the sashes." The states, as well as the different territories, were represented by other girls of the school. They carried a banner on which were inscribed the words "The Union Inseparable." The girls representing the territories carried a banner on which was inscribed the motto "The Territories—Our hope in the Future."

The young men of the University brought up the rear, bearing sextants, quadrants, telegraphic instruments, and a banner with the following sentiment: "OUR NATION'S PROSPERITY LIES IN THE EDUCATION OF HER CHILDREN." The following notice of this celebration was published in the different newspaper a few days before the Fourth:

FOURTII OF JULY.

The Professors of the University, and the Teachers of the Select, Ward, and Sunday Schools in this city, are hereby requested to meet the Committee of Arrangements for celebrating the 4th of July next, at the CITY HALL, tomorrow, SATURDAY, at 5 o'clock p. m. The Tradesmen and Artisans of the City are also requested to meet at the same place at 7, the same evening.

(Signed) R. H. BURTON, Chairman.

The states and territories were represented by the following young ladies:

Maine.....	Miss Margaret Mair
New Hampshire.....	Miss Eva Young
Vermont.....	Miss Rose Young
Massachusetts.....	Miss Emma Wells
Rhode Island.....	Miss Harriet Woolley
Connecticut.....	Miss Alice Slade
New York.....	Miss Jessie Fox
Pennsylvania.....	Miss Mary Culin
New Jersey.....	Miss Hannah Taylor
Delaware.....	Miss Annie Jeremy

Virginia.....	Miss Bessie Wells
North Carolina.....	Miss Sarah Slaker
South Carolina.....	Miss Harriet Taylor
Georgia.....	Miss Abbie Wells
Florida.....	Miss Jettie Little
Alabama.....	Miss Susie Young
Mississippi.....	Miss Kate Sharp
Louisiana.....	Miss Louisa Young
Texas.....	Miss Georgia Calder
Arkansas.....	Miss Lizzie Johnson
Tennessee.....	Miss Mamie Decker
Kentucky.....	Miss Isabel Calder
West Virginia.....	Miss Bell Parks
Ohio.....	Miss Louisa Green
Indiana.....	Miss Elizabeth Emery
Illinois.....	Miss Phoebe Young
Michigan.....	Miss Kate Wells
Wisconsin.....	Miss Henrietta Richards
Minnesota.....	Miss Lavina Pandleton
Iowa.....	Miss Hereima Pratt
Nebraska.....	Miss Ellen McAlister
California.....	Miss Cynthia Crismon
Oregon.....	Miss Elizabeth Pyper
Nevada.....	Miss Frances Wells
Missouri.....	Miss Dora Young
Kansas.....	Miss Carrington
Maryland.....	Miss Julia Young
Deseret.....	Miss Matilda Streeper
Utah.....	Miss Myra Young
Montana.....	Miss Mary Wells
Idaho.....	Miss Elizabeth Sharp
Arizona.....	Miss Jane Lynch
New Mexico.....	Miss Lizzie Winder
Washington.....	Miss Clara Little
Wyoming.....	Miss Matilda Bryan
Dakota.....	Miss Jamima Jack
Colorado.....	Miss Alice Ellerbeck

A BUSY COLLEGE LIFE.

In 1871 Dr. Park left for an extended trip to Europe. While abroad he visited the noted cities of the Old World, particularly Berlin, Paris, and London. Making a collection of books, pamphlets, and maps, he brought them home with him and added them to his private library, which in time he turned over to the University. The return of Dr. Park to the Eastern states by railroad was in marked contrast to the time

when he crossed the plains by ox teams. His trip did much to add to the virility and life of the University. A natural observer, Dr. Park was able to gather data at first hand, which was a contribution to the thought of the University. He lectured extensively throughout the Territory on the social, economic, and political conditions in Europe.

From 1870 to the time when Utah was admitted as a state, the University had rough sailing at times. It will be remembered that the governors from the day of Brigham Young to Heber M. Wells in 1896 were men who were sent here by the government and were therefore not in sympathy at times with the people. Neither could the people always support them. As a result, every territorial institution suffered more or less because of politics. At times, the legislature would refuse to confirm appointments made by the governor, and the governor on the other hand would not support the acts of the legislatures. This political trouble has been common more or less to all our western territories, and Utah is not an exception to the rule.

Dr. Park, however, was diplomatic, and through all the political troubles in Utah, he directed the institution, and the University graduates and planted ideals in the minds of hundreds of students whose true manhood and womanhood are seen to this day. In those days, a student was not always blessed with every desire of his heart. If he needed a test tube, he was compelled to make one. Quite in contrast to the student of today who buys a dozen for a mere trifle! But the early-day student was resourceful and constructive. He went to the University for knowledge, and nothing daunted him. In his reading he was sincere and studied for the real love of it.

I like to recall some who were students of those days and who received inspiration from Dr. Park. They are well known. Who of the old students do not love to think of Dr. Joseph Toronto—"great and scholarly in every line of work." Of all the scholars of the old days, he takes first place in the estimation of the Alumni. Then there were Dr. Paul, Dr. Kingsbury, Dr. Howard, Dr. Stewart, Prof. Stephens, Prof. Allen, Prof. Careless, Prof. Bishop, and many others who have

held scholarship on a high and noble basis, and men who have directed thousands of students to the sources of knowledge. Hundreds of the alumni of those days—a generation ago, have won distinction in life, and indicate to the generation of today that the University of Deseret was a place where students had but one ideal and dream, and that was to work for truth—for knowledge. The University of forty years ago was for character-making, for the creation of the truer ideals of life. Would that we could always hold to such ideals today! Many of the old professors and students have gone to their reward, but they have left the youth of today a rich and noble message—the message of what true education means. May the present generation profit by their heritage. A great man chooses great characters to help in any important work. So with Dr. Park. He chose men of virility and learning and they were the educators who moulded the ideals of the youth of the State.

Dr. Park made a careful study of the times in which he lived and adapted the University courses to the real needs of the people. Yet he never forgot that education is for the spiritualizing of the race, and not primarily for the mere purpose of solving the material problems of life. A great advocate of the "humanities," he always printed in the University catalogues courses of studies that tended to keep before the students the spirit of history and the classical languages. In the third annual catalog, printed in 1870-71, we have the following courses of study for the Classical course.

CLASSICAL STUDIES.

Freshman Year.

First Term—Cicero (Orations) Latin Prose Composition, Xenophon's Anabasis, Greek Prose Composition, Higher Algebra completed, Natural Philosophy.

Second Term—Virgil's Aeneid, Latin Prose Composition, Xenophon's Anabasis, Greek Prose Composition, Cubic and Biquadratic Equations, Natural Philosophy.

Third Term—Virgil's Aeneid, Latin Prose Composition, Homer's Iliad, Greek Prose Composition, Geometry, Roman History.

Fourth Term—Virgil's Bucolics, Homer's Iliad, Greek Prose Composition, Greek Testament (Gospels), Geometry, Roman History.

Sophomore Year.

First Term—Cicero de Senectute, and Horace, Xenophon's Memorabilia, Greek Testament (Acts of the Apostles), Geometry completed, and Plane Trigonometry, Zoology.

Second Term—Livy and Terence, Demosthenes (Philippines), Creek Testament (Epistles), Spherical Trigonometry and Mensuration, and Surveying and Navigation, Zoology.

Third Term—Livy and Juvenal, Plato (Apology), Greek Testament (Epistles), Analytical Geometry, Grecian History, Physiology.

Fourth Term—Tacitus (Germania and Agricola), Thucydides, Analytical Geometry completed, Grecian History, Physiology.

Junior Year.

First Term—Differential Calculus, General Chemistry (inorganic), Rhetoric, Political Economy.

Second Term—Integral Calculus, General Chemistry (organic), Rhetoric, Political Economy.

Third Term—Astronomy, Practical Chemistry, Logic, Botany, Mental Philosophy.

Fourth Term—Astronomy, Practical Chemistry, Logic, Botany, Mental Philosophy.

Senior Year.

First Term—English Literature, Natural Theology, Elements of Criticism, Moral Philosophy.

Second Term—English Literature, Natural Theology, Elements of Criticism, Moral Philosophy.

Third Term—Geology, Mineralogy, Analogy of Religion, International Law, Constitution of the United States.

Fourth Term—Geology, Mineralogy, Analogy of Religion, International Law, Constitution of the United States.

During the decade from 1880 to 1890, the various departments of the University grew in power and efficiency. The laboratories were well equipped, and the mathematical, philosophical, and chemical apparatus in possession of the University cost several thousand dollars. A good museum was established, and every facility offered for the study of the natural sciences. Dr. Park organized many literary societies among the students, one of which was the old Zeta Gamma found in 1876, the Delta Phi, and the Normal. Other societies not connected with the University were closely af-

filiated with the institution such as the old Wasatch Club, a literary and debating association, which had as members a large number of men and women who have made their mark in life.

The general condition of the University may be best given by extracts taken at random from the University catalogue for 1882-83. In announcing courses we find the following interesting points.

History.

In the course of general and special History, the object will not be to memorize alone the conspicuous events of past times, but to consider them rather as land-marks in the course, or, perhaps, more appropriately, as results whose causes will be found in the study of the habits and thoughts of the people of contemporaneous and previous times. Royalty and arms will be studied more as the exponents of popular thought and feeling than for any practical value in themselves. The knowledge of History acquired in the course will be utilized, as far as possible, by its practical adaptation to the events and circumstances of our own times, and thus be made to exhibit the philosophy of intelligent prophecy.

Politics.

The course of Politics will be embraced in the study of Civil Government and Political Economy.

A knowledge of Political Government may be considered essential to every one who would exercise sovereign rights, as he should, in a republican country. It is, indeed, imperative where usurpation and despotism are possible.

In the study of Civil Government, the student is made acquainted with the various forms of political government, their character, peculiarities and effects, and intimately with the history, and detailed workings of our own.

The class is organized into a society, governed by Parliamentary Law, and takes up for discussion the different sections and clauses of the Constitution, as they are given in Townsend's Analysis of Civil Government.

International Law is also briefly considered, but at sufficient length, however, to give the student a clear understanding of its origin, importance, and effects.

Commercial and business forms are exhibited and explained; moot courts are also held, in which ordinary suits are carried on by the class.

In the study of Political Economy will be taught the guiding principles to be considered in all schemes for national and individual wealth.

Mathematics.

In the course of Mathematics a full exhibit is given of the principles of exact reasoning. The importance of truth and well established facts in the consideration of every subject worthy of contemplation, is thus made apparent, and habits of definite and concentrated thought induced.

The studies lead to surveying, which includes a practical acquaintance with instruments and field work. Especial care is taken that the student shall thoroughly understand the different operations and shall be enabled to formulate his own rules when necessary.

Natural History and Science.

In the study of Natural History and Science, ample opportunity will be offered the student for a practical acquaintance with their subjects. The Cabinets of the University contain material for illustration in Zoology, Geology, and Botany; besides, an extensive and valuable collection of apparatus and pure chemicals offers rare facilities of illustration in Chemistry and Physics, and for laboratory practice. In addition to these advantages offered the scientific student in the University, free access is also given him to the extensive and diversified collections of the Deseret Museum, which is due to the favor and patronage of the custodian.

DR. PARK AS A SCIENTIFIC MAN AND TEACHER.

On taking his position as president of the University Dr. Park determined to have the mineral and geological formations of Utah studied, and also the fauna and flora. Dr. Orson Howard made an extensive study of the animal and vegetable life of Utah and wrote a scientific treatise on the botany of the Rocky mountains. Professor Barfoot made a careful examination of the geological and mineralogical formations in the territory, and Albert Carrington, one of the regents, was always occupied in helping government investi-

gators sent to the Far West for scientific study. Careful in his choice of teachers, during his administration of the University Dr. Park gathered about him men and women who were capable of contributing to the intellectual life of the people. At the head of this list was Orson Pratt, scientist and philosopher. The writer remembers a remark concerning Orson Pratt made by Dr. Charles Vennezianni, a professor of mathematics during the early nineties. Said he: "I have read the works of Orson Pratt and consider them contributions to the world of science." Pratt's CUBIC AND BI-QUADRATIC EQUATIONS published by the Longmans, Green company of London in 1866 was a work that was completed while the author was travelling in Europe. With the opening of the University of Deseret in 1850, Professor Pratt was one of the men instrumental in establishing the higher institution of learning, and on his return from England in 1852 he gave lectures on astronomy and physics in the Social Hall. Again in 1871, Professor Pratt began a series of lectures in the large Tabernacle in Salt Lake City, which were prefaced with the remarks: "These lectures are given especially for the instruction of the students of the University of Deseret." Besides Professor Pratt, there were Dr. F. D. Benedict, Dr. Karl S. Masser, George Careless, Dan Weggeland, Dr. M. H. Hardy, O. H. Riggs, T. B. Lewis, C. L. Bellrive, Bartlett Tripp, James Cobb, and many others. Later there came such men as Orson Howard, a scientist of national reputation, Joseph Toronto, Joseph T. Kingsbury, Joshua H. Paul, William M. Stewart, and Henry M. Schmidtwartenburg. Prominent lecturers visited the University, among whom were Richard A. Proctor, Charles Eliot, President of Harvard, and Count de Lesseps, engineer for the French government of the Panama canal.

Scientist himself, Dr. Park saw the possibility of great scientific research at the University. For example in 1874, the citizens of Salt Lake called on the department of chemistry to make a test of the drinking water from Dry Canyon. The test was made by Dr. Joseph T. Kingsbury, and an extensive report made to the city government. Dr. F. D. Benedict gave a series of lectures to the public on physiology and hygiene; Orson Howard prepared an extensive herbarium of

the flowers of Utah, and Dr. Park reported in 1875, the discovery of life in the form of a tiny shrimp in the waters of the Great Salt Lake. In fact nature was the great text book in those days, and this text book the University used then as never before, or since.

Dr. Park was a careful student of life and nature. Always at his work, he constantly discovered facts and gave them to the students. In his addresses before the Territorial teachers, he encouraged them to study the fauna and flora of Utah and the West in general. He had that scientific attitude of mind that expressed itself in research and careful investigation, a mark of the true scientist. For this reason Dr. Park was never dogmatic. The true scientist never is. He had that humility which is impressive because of the fact that it indicates a man's realization of the vastness of the universe and his ignorance of it. Yet in study did he find his life, and the interesting thing about Dr. Park was his passionate love for humanity, and his faith in the power of the human mind to grasp big truths as a result of study. He sensed keenly the character of the hills; the position of rivers, deserts, canyons, mountain peaks. Discovering a law of nature or some beautiful form and color in nature, he saw their beauty in reference to their influence on human life. Mere facts with him did not constitute knowledge, but only as the facts were means to the understanding of some great truth. "And truth is only good as it causes man to find eternal happiness, and faith in life and God."

Dr. Park lived in his search for knowledge, and truth was his ideal. He found "sermons in stones and books in running brooks!" Armed with knowledge, he approached his students with the personal power of a great and inspiring teacher. His lectures on human anatomy were one round of delight. Although he had learned his science by the process of vivisection, yet when he gave the results in lecture and writing, the student did not sense the flow of human blood, nor the repulsive appearance of some dry bone, but every part of the body was shown to have a function to make up the harmony of the whole. At the dismissal of a class in anatomy or physiology, the student left the room with an appreciation of the beauty and divinity of the human body. In fact every lesson or lec-

ture in physiology engendered a profound respect for the human body, and this was conducive to a high moral attitude. Thus did the students receive the fundamentals of morality. One old student aptly remarked: "Dr. Park never taught a class but what at the close, the students were impressed with some great law of life that should be observed to obtain happiness."

In his teachings, Dr. Park did not give facts: he inspired one to search for truth by research and patient and careful thinking. Facts were not the end in view. Facts might be a means to an end; but the end was knowledge. In an address to the graduating class of the University in May, 1885, Dr. Park said among other things:

"The duty of the teacher is not to carry his students, but to teach them to carry themselves. If they would be strong intellectually and physically, they must think and act for themselves." * * *

In the teaching of mathematics, Dr. Park seemed to have the impelling force to have every student acquire a love for the subject. Says one of his old students, "I remember learning the geometrical theorem that the square erected on the hypotenuse of a right angle triangle is equal to the sum of the squares of the other two sides. After giving us the history of this proposition from the day it was announced by some ancient Greek to the time we were using it, he showed the several ways in which it could be proved. We left the class with a firm desire to master not only this theorem, but with an intense love for the subject of geometry in general."

Not only did Dr. Park teach in the school room. He was the same quiet teacher wherever he was in society; at a reception or with a company of scientists on the top of some Wasatch peak. With a party of students, he ascended Mount Nebo in 1886, and there "in the very clouds he told about cloud formation and the growth of mountains. He knew the fauna and flora, and talked about the geological formations as clearly as a geologist could possibly do."

The next day, we find the doctor explaining to a convention of teachers a plan he had "for the proper ventilating of the school rooms and at the same time retaining the warmth necessary for the comfort of the pupils." Before the summer session of the territorial teachers in 1886, he gave five lectures

on "physiology," and by way of introduction said: "I will not attempt to treat the subject in a strictly scientific manner, but in such a way as will be of special use to the teachers." Yet he based his lectures on certain well defined biological theories. In June, 1889, he lectured to the teachers of the State on "Methods of Teaching." In his analysis of the true method of imparting knowledge, he says of the teacher:

It takes a peculiar man to be the right sort of teacher. As to his intellectual qualifications, his mind should be a fountain and not a reservoir, so that his knowledge and illustrations will gush up of themselves, and not have to be drawn as by a windlass. He should be a man of ingenuity and tact, of various resources and expedients, and not a helpless creature of custom, plodding on day after day in the same beaten path, like a horse in a bark mill. He should be fresh in his feelings and sympathies and not a statue or petrified post; his heart should be young in all its pulsations, though his head be as bald as that of the prophet Elisha. His mental storehouse should be filled with the fruits of various and extensive reading, so that he need not be compelled to draw his illustrations, for the recitation room, from the tales of his grandmother, nor from the old text books he studied years ago, nor alone from the examples and methods of his own former teacher, nor from the treasures of last year's almanac.

No two persons are exactly alike in their views and actions. There may be many points of resemblance, but there will be shades of difference more or less striking. While the teacher should ever be thankful to learn from others, he should never seek to attain results in precisely the same way that he has seen them secured by others.

June 14, 1889, saw one of the most interesting graduating exercises in the history of the University. Joseph Francis Merrill gave the commencement address. He represented his class, in which was Dr. Harry A. Young, who in 1898 fell on the field of battle in Manilla during the Spanish-American war. Dr. Park addressed the graduates, and sent them forth with a ringing message. An impressive part of his address contained this thought:

"Agesilaus, King of Sparata, on being asked what things boys should learn, replied 'Those which they will practice when they become men'."

To Dr. Park, the power of education was expressed in human service. On one occasion he declared in public that the flora of Utah if properly understood would account for the life and development of ancient Indian tribes in the Far West. Even in ethnology, he had ideas concerning ethnobotany and ethno-zoology that scientists are accepting today. He advocated the founding of an Indian school in Utah, and declared that "Indians can be educated only by approaching them from their own outlook on life and its meaning."

Dr. William M. Stewart, late head of the State Normal School, was a student under Dr. Park at Draper, and he described his teacher in the following manner:

Dr. Park was truly a teacher. He took the children of Draper and enthused them to a love of books, nature, and life that they will never forget. In fact Dr. Park for many years was the patron saint of the town, his influence was so great. I have seen him teach a class of small children, none of whom was over six, and the stories he would tell and the little poems he would recite to them, fairly lifted them into another world of thought. He saw children as they really are. Children live in an atmosphere of love for life. Dr. Park therefore brought animal life into the school room. "I can teach morals to the children by telling them all about a tree or a cat," said he on one occasion. He held that children should not have moral sermons when taught correctly. Teaching is creating a thoughtful attitude of mind toward all God's creation. He got at fundamentals. I think no greater kindergarten teacher ever lived since the days of Pestalozzi and Froebel. With adults, he had that same simple manner of imparting truth. He stimulated the students to think. He cared for each one in that his only ambition was to get the individual to discover truth for himself. So we went truth seeking: and truth we found. I am safe in saying that not a single person under Dr. Park ever went astray morally or intellectually if he once caught his great message of the importance of the individual and his powers in life and before God. In the University, I was associated with him. Always dignified and full of energy, he was humble as a child and had an impelling force about him that called forth the utmost respect from all the students and his colleagues in the faculty. He could make an arithmetic class as entertaining and instructive as a rich and varied history or literature

lesson could be made. It was the same with anatomy or physiology. The students who took physiology under Dr. Park left the course with a high regard for the human body and the spirit. He often said: "The body is as divine as the spirit, and is the tabernacle that God gave us with which we should express our spiritual selves in this life. While we are here, its divinity should be preserved." And we felt like preserving its divinity, for as we love beauty and hate to see it marred, so we learned to love the body as a beautiful creation of God, and hated to see it marred.

Dr. Park traveled extensively throughout the West while president of the University, particularly the state of Utah. Under his management and foresight, the University Museum grew, and every encouragement was given to the instructors of the institution to gather archaeological, mineralogical, geological and palaentological specimens, illustrating the wealth of scientific material within the state. In the Salt Lake Herald of August 21, 1870, we find the following statement:

Meeting of Regents:—The Regents of the University held a meeting last night at the Historian's office, at which Dr. Park, Principal of the University, submitted a very lucid and able document on the proper method of conducting schools, and laying down a course of studies which he deemed the best that could be adopted in the University and other seminaries of education. The Regents were well pleased with the arguments submitted and plan proposed, and we believe the document will be printed.

Along other lines, Dr. Park was busy, for the Herald of August 3, 1871, says:

A Trip North:—Professor Park has just returned from a sixteen days' trip north, accompanied by some members of the University, during which they visited Parley's canon, Silver Creek canyon, Bear River, Bear Lake, and Soda Springs. The latter region, as everybody knows, is a most delightful place to visit at this season of the year, and there is little wonder that they admired it. One result of the trip has been the securing by the Professor of a large number of pieces of lava from the extinct volcanic craters there, with shells and other specimens for the University cabinet and for the Museum.

Dr. Park took hold of the University in the days when local political parties were contending for political supremacy

not only within the larger cities like Ogden, Salt Lake, and Provo, but in the Territory as well. As a consequence of this, the University suffered some, because of the lack of harmony between the governors and the legislatures. The chief executives were always men from the outside, who failed to understand the people. The legislative assemblies were naturally chosen from among the people, and as a rule the members were of the same religious faith. As an example of the political contention we find a statement in the Salt Lake "Democrat" for December 18, 1885:

The University of Deseret:—This institution of learning has come prominently before the public in the last few days on account of the strictures of the "news" on the Governor's report and the defense of the report by the Tribune. We firmly believe that the institution has been thoroughly misunderstood, and that through such misunderstanding it has been much wronged. Governor Murray vetoed a bill appropriating some thousands of dollars to the institution on the ground that it was a purely sectarian school. It is within our knowledge that some of the members of the Legislature which passed the appropriation that the Governor vetoed objected to granting any money to the University because it was an infidel school. This clearly shows that there is great misapprehension as to the character of the University. It is an institution that has had to fight many prejudices and it has lived through its merits and not through favor. Strong Mormons and strong anti-Mormons have both condemned it. It is safe to presume that this has been the case because it has not made a propaganda of Mormonism or of anti-Mormonism, but has pursued the even tenor of its way as a place of learning. It is not the place of the University to teach the doctrine of any sect nor to teach against such doctrines. In the lectures upon the growth and development of Christianity it is necessary to show what the doctrines of various churches have been, and what has been their influence upon the course of history. The lectures upon the growth and development of religion are of much the same nature as those upon the history of philosophy, but in all this there is no necessity to be pro-Catholic or anti-Catholic, pro-Protestant or anti-Protestant, especially in an institution that does not pretend to be theological. The University of Deseret has avoided

this so far as our experience and knowledge go.

It is an institution worthy of support and encouragement, and it should be made universal and Territorial. The University is not in the true sense of the word a university, and cannot be for many years, as Utah does not supply students to maintain a university, but it is doing much towards that preparatory work which is absolutely necessary before higher education can become general. The University has been too exclusively under the control of the Council and House, and this has been an injury to it. We understand that a bill will be introduced into the Legislature this winter to create the University of Utah, and that this bill provides for the transfer of all property belonging to the University of Deseret to this new institution of learning. This bill provides that the Governor of the Territory shall be ex-officio Chancellor of the University, and that the Territorial Superintendent of schools shall be ex-officio a regent. It also expressly provides that the new institution shall be non-sectarian. This is as it should be, and will tend to make the new university far more popular than the University of Deseret ever was, for that institution has had the reputation of being sectarian whether justly deserved or not. We hope the contemplated change will be effected, and that the bill proposing it will take into consideration the peculiar conditions in Utah and make provisions to harmonize these things for the good of the institution.

In those very heated times, when political feeling ran high, Dr. Park kept on working, not only within the University, but in the state, to bring about better educational conditions. He was always progressive and took an interest in the questions of the day. At times he was consulted by the city authorities on civic questions; particularly on the subject of sanitation. On other occasions he visited social places where the youth were accustomed to assemble, and gave valuable suggestions to the city government as to what should be done to preserve the morals of the boys.

In 1888 a teacher's institution was held in Ogden. It was for the teachers of Weber county, and was under the management of Mr. Edward H. Anderson, then the county superintendent of schools. On that occasion Dr. Park delivered a memorable address, and it was typical of his thought and genius. A rather extended abstract of his address shows the

high minded professor giving the best constructive thought possible to the teachers. He said in part on the subject of ADAPTATION:

"There is an eternal fitness of things," somebody has said, and we are inclined to acknowledge the truth of the saying, though the majority of our experiences may not always seem to support its correctness. We often exclaim, or brood the sentiment at least, that things go wrong and do not seem to fit; that the times are out of joint, if we do not give utterance to our feelings in stronger language than this. In time, however, we modify our feelings and are willing to confess that, as a rule, this apparently disjointed condition of things has its origin wholly within ourselves, and that the outside world is about right after all. Who, that has had experience as a teacher, does not know what is meant by "dark days?" Days when everything seems to go wrong and yet it is impossible to locate any evil. There seems to be some subtle and untraceable malignity in the school air; the school room seems to have fallen under the control of a secret fiend of disorder. There is nothing to account for this epidemic perversity. All the ordinary rules of the place are in full recognition, and the exercises tramp on in the accustomed succession; the classes are arranged as usual, and the pupils come and go, still preserving their identity and individuality. There has been no apostacy, nor revolution, nor any special accession to the pupils' stock of moral depravity apparent. Yet

THE SPIRIT OF IRRITABILITY

seems to have taken possession of the school room, and peace and harmony for a season to have bid the little world farewell. This picture is not over-drawn, as can be attested, I am quite sure, by most of the practical teachers here present. It shows how prone we are, without a good stock of moral stamina and a firm will-power in our spiritual make up, to allow imaginary evils to get the upper hand of us, and to attribute selfishly all the perversity and wrong doing that follow, to some evil genius in nature. So often is poor gentle nature denounced for evils that have their origin wholly without ourselves. A bad stomach or a torpid liver makes the world look black, and our ignorance and indolence soon turn things awry. Can we doubt that for some end to us unseen,

nature in itself is perfect, and that to question it would be to question the omniscience and benevolence of God, and to charge him with not doing all things well? Science has revealed to us the wonderful harmony of the universe. The innumerable worlds and suns that are stars, spangle the great vault of heaven, all move in beautiful consonance with the "music of the spheres." Ehrenberg tells us that millions of animated forms are known to exist with in the capacity of a single cubic inch. There they live, grow and move without jostle and without conflict in all the harmony and consistency that mark the movements of the mighty creations of the universe above. The same principle truly governs all—God is everywhere. Thus

SCIENCE ADDS TO OUR FAITH

by exhibiting the unity, the harmony, the consistency, the never-ending stability of the principles of nature, and the adaptation of all things to each other and to the ultimate purpose of all creation; it is indeed, the book of life.

But man to a certain extent is an entity of himself, a free agency that may or may not act in concord with the elements that surround him or with the universal and inevitable laws of nature that dictate the harmonious condition of all things also. If he would live in harmony with his surroundings he must adapt himself to their conditions. This is the inevitable law of the universe, and he cannot escape its influence in the most ordinary affairs of life. He must learn to conform to the circumstances about himself and others in the world. So Cassius says: "The fault, dear Brutus, is not in our stars, but in ourselves that we are underlings;" and I will add, that we do not always live consistent and happy lives, and profit by our labor.

Ladies and gentlemen: I have been led into this train of thought by the subject on which your committee has asked me to address you on this occasion—"Adaptation." Why such a subject has been assigned to me, I am at a loss to divine, so I am not sure that I shall treat it in a way to suit the committee, or to be profitable or entertaining to my audience.

I will use my first quotation again, "There is an eternal fitness of things." This truth crowds itself continually upon us and we cannot evade its obedience without damage and discord.

THE LAWS OF NATURE

are inevitable and apply alike to our physical, our intellectual, our moral and shall I not say our religious being. Man is a free agency, existing in the midst and constantly under the influence of these laws which he may violate, but only at his own peril. How necessary then, to his own well being, to any tolerable existence in fact, that he know how to adapt himself to his surrounding circumstances. The ability to do this is the secret to which the prosperous man of the world, in a great measure, owes his success. Adaptation is the teacher's golden rule. If he would succeed, he must know how to conform himself, in his learning, in his manners, in his government, in his illustrations, in everything in fact that pertains to his special work. You will not forget that, nine out of ten who attempt to teach, fail because they do not know how to adapt themselves to their work. It isn't so often want of learning, it isn't so often the dislike for the business, nor is it so often the poor pay of the teacher that causes him to abandon his work. It is because he is not understood, and so has no sympathy with his pupils, so that his work is cold and mechanical and uninspiring—thus he is literally "frozen out." It must not be supposed for a moment, says one, that every person who can pass the strictest examinations is fit to manage a school.

IT TAKES A PECULIAR MAN

to be just the right sort of a teacher. As to his intellectual qualifications, his mind should be a fountain and not a reservoir, so that his knowledge and illustrations will gush up themselves and not have to be drawn up as by a winlass. He should be a man of ingenuity and tact of various resources and expedients and not a helpless creature of custom, plodding on day after day in the same beaten path, like a horse in a bark mill. He should be fresh in his feelings and sympathies and not a statue or a petrified post; his heart should be young in all its pulsations, though his head be as bald as that of the prophet Elisha. His mental storehouse should be filled with the fruits of various and extensive reading so that he needs not be compelled to draw his illustrations for the recitation room from the tales of his grandfather, nor from the old text books he studied years before, nor alone from the methods and examples of his own

former teacher, nor from the treasures of last year's almanic. Individuality, or rather the ability to manifest it on all occasions, is a prominent feature in the character of one who knows how to suit himself to others and to the circumstances that surround him. In its expression, one always feels at home, hence, he has an air of composure in his manners and speech that makes others also feel at home in his presence.

NO TWO PERSONS ARE PRECISELY ALIKE.

in their views and actions. There may be many points of resemblance, but there will be shades of difference more or less striking. While the teacher would ever be watchful from others, he should never seek to attain results in precisely the same way that he has seen them secured by others. A disposition to imitate in this way, leads him into the habit of acting without thinking which gravitates at last into a way of teaching that is fixed and mechanical—a way that to all intents is worse than useless for it not only fails to reach the purpose of all teaching, but is monotonous, wearisome and discouraging to teacher and pupil.

These attributes in the teacher are the well-springs of adaptation. They will enable him to reach, with effect, his purpose and to interest, instruct and inspire every grade of pupils from the A B C tyro to the student ready for his diploma.

We hear a great deal about aptness to teach or aptitude in teaching, which is nothing more nor less than this power in the teacher to adapt himself to the capacity, the advantages or disadvantages and the general attitude of the pupil.

Some would believe such aptness to be an endowment and not dependent on the exertion, the self-devised ingenuity, or the acquisitions of the teacher. There may be a tendency that originates as an endowment, but the habit of comforting himself in the most effective and agreeable manner to his immediate situation must be the result of application, study and training.

INSTINCT IS NOT ENOUGH

to lead us to observe forcibly the peculiarities, the agreement and disagreement of things, and to form prompt and pertinent conclusions from the premises.

It seems to me that of all qualifications that do to

make up the successful teacher, this ability to adapt himself to his environment stands first. Any one quality of the teacher could be better spared than this. Though one cannot teach what he does not know, yet less learning with this quality will meet with better success in teaching than will a greater stock of knowledge and more profound learning without it.

"Will you never learn your letters, Patrick?" said in an impatient tone, a lady teacher who had become discouraged in her efforts to teach a little Irish boy his letters. "Please, ma'am spake them a littel asier, and I'll try," was the boy's reply. Here is

THE SECRET OF TEACHING

to know how to "spake asier" when necessary. The teacher must keep constantly in mind that he has to deal with growing humanity, "first the blade, then the ear, then the full corn in the ear," and that in a live school with a progressive teacher, there is not always sameness where there is identity and so his methods must be constantly changing to suit the varying condition.

Some teachers can never improvise, they seem to have no ingenuity whatever, either intellectual or mechanical. If things are not made ready for them, they can do nothing. The text book must do the whole work of planning the recitation for them and the trustees must furnish every trifling piece of apparatus important for illustration, or nothing is done. I knew a teacher in this city, several years ago, who was so bound to the old forms she had learned for giving instruction that she could not vary from them a single word without confusion and failure.

In her object lessons she must have the very same material she had seen used for the purpose in the east, or she could give no lesson. In asking the trustees to provide her with material for such lessons, I remember she suggested to them that it would be necessary to send to New York for them where she had probably seen them before or seen them used and one of these articles, I call to mind, was a box of sand.

IT IS HARDLY POSSIBLE

to believe that a professional teacher would be so artificially dependent and thoughtless and such a slave to form and so barren of any semblance of

ingenuity. He is a poor teacher who cannot make most of the apparatus he needs and supply himself with most of the means of illustration required in a district school. The best schools I have visited are those in which the teacher improvised most of the apparatus he used.

Extensive apparatus, which is some times costly, cannot always be provided in our district schools, at least it is not, but very good substitutes can easily and cheaply be improvised by the ingenious teacher who knows how to adapt himself to the condition.

I would say in conclusion, "Consistency" alias adaptation, "thou are a jewel."

It was during the last year of Dr. Park's administration that Senator Shoup of Idaho introduced a bill into the United States Senate asking for sixty acres of the west side of the Fort Douglas Reservation for a state university. Senator Shoup had acted on request of the Utah territorial legislature of 1892, which passed a memorial requesting the Congress of the United States to make such a grant. At the same time that the Senate was asked to consider the matter, Delegate John T. Caine introduced a bill into the lower house of Congress for the same purpose. Dr. Park was greatly interested in this measure, as he had helped to formulate the memorial for the Utah legislature which was introduced in January by Representative Lund of San Pete county. While the bill was not passed during that session of Congress, it paved the way for the future act, which, through the work of Senator Joseph L. Rawlins, was put through Congress, and the present campus of the University was made a gift to the state by the government. The Salt Lake Tribune in commenting on the Shoup bill of February, 1892, said editorially:

The men of Utah, and especially of Salt Lake City, will be under great obligations to Senator Shoup for introducing a bill to grant sixty acres of the west side of the Fort Douglas reservation as a free gift to the Territory for the purpose of building thereon a University. Sixty acres is equivalent to six of the present blocks of the city, and would be ample room for the University and all necessary structures to accommodate the University; and then there ought to be, beside, enough ground to make a magnificent park, and that should be looked to as the breathing place of this city when the sun is hot in summer. The

THE CAMPUS IN 1850



only trouble is, that a round million of dollars ought to be expended thereon, and just now that sum is not quite available. However, with the gift of the land, that sum can be made available after a while, and we can simply say that if the plan shall be carried out and the University established there, there will be no University in the world that will command so magnificent a site; it will have for a background the grand old Wasatch range; the great lake and sacred Jordan will be in front; the Oquirrh range on the other side of the valley, and the valley itself, which will be stretched out a picture as beautiful as can be found in the world; right below, will lie Salt Lake City, and that will take on new splendor every year, until fifty years hence the people who will be here will declare that the University is on the most delightful spot that can be found in a journey around the world. The Government can well afford to give up the land for that purpose. It is practically useless land now, and under present arrangements it will lie simply a barren sage brush waste for years to come.

The obtaining of the tract from the government reservation was one of the events that assured a large and prosperous university for Utah. As far back as 1850, the campus on the East bench was picked out by Governor Brigham Young and the Board of Regents for a university, and considerable work was done in surrounding the campus with a rock wall. While no building was erected until 1899-1900, the people always held in memory the fact that within three years after the settlement of Utah preparations were made for the founding of a university, based on high and noble standards. It was during the administration of Dr. Joseph T. Kingsbury that the University was built on the original campus. So the new John R. Park building occupies an historic spot, and it is located near the old pioneer trail, over which went not only the Mormon pioneers, but the Donner Party in 1846, and many subsequent parties on their way to California.

An important chair was established in the University in 1890. During that year, the territorial legislature passed an act, which was signed by the governor, creating the chair of geology and mining. The law provided that the University should offer courses to advanced students in geology, mineralogy, meteorology, and metallurgy; that a museum

should be maintained for the collection and classification of mineral and geological specimens; and that the University should eventually develop a school of mines. This again was a step forward in educational work and has resulted in the establishment on the campus of one of the leading mining schools of the country.

In 1891 the University library was enlarged by the addition of the old Territorial library. The history of this library is interesting. In accordance with the fourteenth section of the organic act of Utah, on the 9th of September, 1850, \$5000 was appropriated to be expended "by and under the direction of the governor of Utah, in the purchase of a library to be kept at the seat of government for the use of the governor, legislative assembly, judges of supreme court, secretary, marshal and attorneys of Utah, and such other persons and under such regulations as shall be provided by law." Under this act and subsequent appropriations by the Utah legislature, various miscellaneous books were purchased; and many legal books and documents were received from the various states and territories, by the system of exchange which prevailed throughout the country.

On the 13th of March, 1890, the Utah legislature passed an act, providing for and regulating the Utah territorial library. Among other things it provided that all books, pamphlets, maps, charts, globes, papers, apparatus, and valuable specimens, belonging to the territory now in the territorial library or which shall be hereafter added shall make up the Utah Territorial Library. It made the governor, secretary, chief and assistant justices of the supreme court of the territory the board of control of the library. Section 3 of that act provided that "the board of control might, at its discretion, classify the books and articles, and deliver to the University of Deseret, such books and articles as belonged to and comprised the territorial library as they might consider more useful to the University library than to the territorial library. And any books and articles thus delivered to the University library should thereupon become and thereafter remain a portion of the University library."

Late in the summer of 1888, Nephi W. Clayton, then territorial librarian, removed the books and shelves belonging

to that library to the University, and placed them in the charge of Dr. Park. Dr. Hardy, the librarian of the University, was placed in charge of the books delivered. On the resignation of Dr. Hardy in 1889, Prof. M. E. Jones was appointed librarian for the academic year 1890.

The books of the two libraries which had heretofore been kept separate, were rearranged on the general plan of subjects and the books of the two libraries became one.

The State library had a steady growth, and on the death of Dr. Park in September, 1900, his entire library of many thousand volumes was given to the University. In the collection were a number of rare and valuable volumes of the ancient classics, and a copy of the Latin Vulgate, published in the sixteenth century, which the doctor obtained while abroad in Europe in the early seventies. The library also contained splendid works on philosophy, history, and science, and was one of the best collections ever made by a single individual in the history of the State.

By the spring of 1892, the University had grown into an institution recognized for its stability of purpose and progressiveness. The days of pioneering were over, and Utah was merging into statehood, which was to be realized in a few years. Dr. Park resigned that spring as president of the University of Deseret and at the same time an act of the legislature made it the University of Utah. In June of that year, the regular commencement exercises were auspicious, and among the notable addresses was that of Dr. Joseph T. Kingsbury, who had been closely associated with Dr. Park for years. His address at the annual meeting of the alumni was taken as the sentiments of the alumni of the institution. In speaking to the subject of OUR ALMA MATER, Dr. Kingsbury sketched the history of the University and the splendid service of Dr. Park, and in closing said:

Now, by your kind indulgence for a few moments more, I shall relate to you an event in the history of our alma mater, an event which will awaken a combination of the highest feelings of sympathy and joy. Alas! now that the ship is safe, has been extricated from the rocks, icebergs, sandbars, which have threatened her on every side; now that she has been saved from a disastrous wreck and has been brought into the smooth seas unstained, the watchful guide, the

reserved and courageous pilot, wearied with constant strain and close application, sees fit to give up the work of years and to place the old ship into new hands. To him it is due that the young men and young ladies of our territory have arisen through education to a position where the air inspires them with sterner manhood, where they can recognize the echoes of freedom, liberty, independence, constantly coming forth from every crag, peak and hill-top of our rugged mountainous homes, and where they fully understand the murmuring songs as uttered by the streams of our deep canyons, gorges, ravines, of unbounded liberty to all, the sons and daughters of Utah. Long may this veteran live, and ever may the great good he has done for the people of our Territory be cherished up and stored away in the mind of every man, woman and child! Let every one shout with a loud voice of gratitude and praise to this veteran pilot, to our retiring and much esteemed president, Dr. John R. Park.

At the same meeting Dr. Joshua H. Paul presented the following resolutions for adoption:

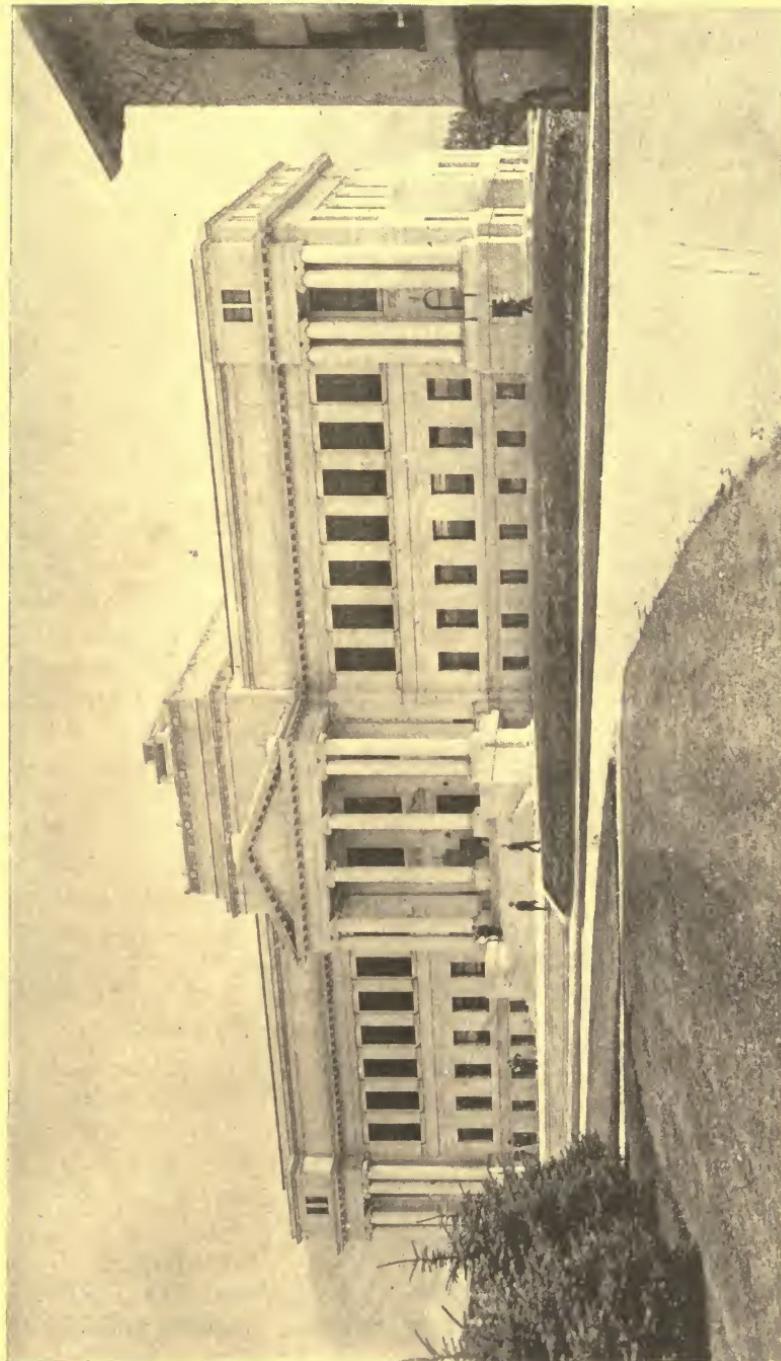
Whereas, It as seemed best to our beloved friend and teacher, Dr. John R. Park, that, after twenty-three years of honorable service as president of the university he will now sever his official connection with the institution which in the past has been almost identical with his name and labors; and

Whereas, In the resignation of Dr. Park the cause of higher education in our midst will lose a gentleman and scholar, while future students will not enjoy his loving sympathy and genial interest in their welfare; now therefore, be it

Resolved, That the members of the Alumni association of the University of Utah do hereby extend to Dr. Park our warmest expressions of esteem, confidence and friendship, that we wish him every joy of health, every pleasure of thought from old time memories, increasing enjoyment from present repose and the serene anticipation of faith for the glorious future in store for those who have spent the best years of their lives in the labor of elevating and ennobling mankind.

J. H. PAUL,
GEORGE WEBBER,
T. D. LEWIS,
ANNIE M. CANNON,
E. A. BENNION,

Committee.



DR. JOHN R. PARK MEMORIAL.

Dr. Park was succeeded by Dr. Joseph T. Kingsbury, as acting president of the University. In 1897 the later was made president of the institution, which position he held down to 1915. Under his careful administration the University has grown into an institution of higher learning, and is loved by thousands of its graduates.

Dr. Park did not retire to an inactive life. Though he had passed his sixty-third year and had led a life of activity, he was vigorous and interested in the educational welfare of the new state—Utah. He was chosen the first State Superintendent of Public Instruction. During the four years he held this office, he visited the schools throughout the State and imparted valuable instruction to the teachers, as well as to the children of the grades. At one time in St. George he spoke to a class of little children and held their attention for nearly an hour, telling them about the beauties of nature and the wonderful life of the animals of the wilds. That same day he spoke to the teachers on "Methods of Teaching," and the contrast showed the wonderful virile and teaching qualities of the superintendent. Dr. Park encouraged the holding of county institutes, and under his direction, the school law of the state was revised and new buildings erected even in remote parts of the State. It was Dr. Park who advocated the consolidation plan, which should unite the schools in larger units and make them more effective. Vocational work was introduced far and wide, and the schools brought nearer and nearer to the requirements of life. His reports to the governor and legislature are full of interesting suggestions for the betterment of educational conditions throughout the state, and his messages to the teachers in forms of letters were sources of great help and inspiration.

Dr. Park passed away September 29, 1900, and left his small fortune to the University, as well as his splendid library. His funeral was held in the assembly hall at Salt Lake City. Addresses were made by Governor Heber M. Wells, Dr. Joseph T. Kingsbury, president of the University, and many others. It was an impressive service, and many hundreds of Dr. Park's old students followed the remains to the City Cemetery, where they were buried beneath a veritable paradise of flowers.

The dedication of the new building at the University campus in honor of the great teacher and friend is a fitting act to perform. The building is one of the most beautiful in the West, and overlooking the city as it does, it becomes the center of learning for the youth of Utah, and will ever be a temple where they may be inspired to grow into all that is best and highest in life. The statue of Dr. Park, which will adorn the front of the building, is the creation of M. M. Young, a Utah boy and an old student of Dr. Park. Mr. Young is one of America's most noted sculptors, and his work of Dr. Park is recognized as one of the masterpieces of Utah art. On the pedestal could be carved the words of the great educator and former president of the University:

"In all of your work, let your faith and your consciousness of right sustain you."

The University today takes its place as one of the great Western institutions of learning. It is an expression of the idealism of the people who founded it and who have loved it. The University of Utah stands for the highest standards of education and culture, and culture is characterized by the words of Hamilton Wright Mabie.

"For culture, instead of being an artificial or superficial accomplishment, is the natural and inevitable process by which a man comes into possession of his own nature, and into real and fruitful relations with the world about him. It is never taking on from without of some grace or skill or knowledge; it is always an unfolding from within into some new power; the flowering of some new quality hitherto dormant; the absorption of some knowledge hitherto unappropriated. The essence of culture is not possession of information as one possesses an estate, but absorption of knowledge into one's nature, so that it becomes bone of our bone and flesh of our flesh. It means the enrichment and expansion of the personality by the taking into ourselves of all that can nourish us from without. Its distinctive characteristic is not extent, but quality of knowledge; not scope of activity, but depth of life. It is, in a word, the process by which a man takes the world into his nature and is fed, sustained and enlarged by natural, simple, deep relations and fellowship with the whole order of things of which he is a part."

To the students of today, there is a noble message,

summed up in the words of an ancient sage: "Not thine to complete the work, nor art thou free to lay it down."

THE END.

